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ABSTRACT

The primary objectives of this seminar was to provide concrete and diversified field experiences in functional literacy approaches, principles, methods and techniques carried out within the framework of an ongoing population education and family planning program. Included in the report are an introduction, general operational procedures (guidelines), comparative analysis of approaches, methods and achievements and a conclusion. The comparative analysis of approaches, methods and achievements section includes: methods and tools used, the selection of target groups for field survey and the findings of the survey. An appendix containing the names of participants and observers concludes this report. (BT)

ED106081

Field Operational Seminar in Functional Literacy linked with Population Education and Family Planning

Indonesia, 26 February-18 March 1973

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Synthesis of the Final Report

SE 018 335

Unesco Regional Office for Education in Asia

Bangkok, 1973

FIELD OPERATIONAL SEMINAR IN FUNCTIONAL LITERACY
LINKED WITH POPULATION EDUCATION AND FAMILY PLANNING
Indonesia, 26 February-18 March 1973

SYNTHESIS OF THE FINAL REPORT

Introduction

The Regional Field Operational Seminar on Functional Literacy linked with Population Education and Family Planning, jointly sponsored by the United Nations Educational, Scientific and Cultural Organization (Unesco) and United Nations Fund for Population Activities (UNFPA) in collaboration with the Government of the Republic of Indonesia, was held from 26 February to 18 March 1973 in three selected villages in Lembang, near Bandung, West Java, Indonesia. Associated with the organization of the Seminar was World Education, Incorporated.

The primary objective of this Seminar was to provide concrete and diversified field experiences in functional literacy approaches, principles, methods and techniques carried out within the framework of an on-going population education and family planning programme. More specifically, the Seminar sought to find precise answers to the following questions:

a) What role can education, particularly functional literacy, play in a population education and family planning programme?

b) How can a functional literacy programme be linked to or integrated with a well-structured population education and family planning project with its specific objectives and content?

c) What is the most suitable strategy to be adopted for designing the needed educational programme?

d) What conditions are necessary to integrate functional literacy and family planning in terms of principles, educational methods and techniques?

Answers to the above questions were to be explored by the participants themselves through their own involvement in the various stages of the functional literacy process, and guided by certain basic assumptions.

A field operational seminar is a practical exercise in multi-disciplinary training acquired in the field, by and through actual tasks involving real, concrete

problems. It covers the whole functional literacy process in an abridged form - from the study and analysis of a given situation to the evaluation of the educational activities. It provides the participants with situations in which they exchange knowledge, insights, skills and experiences. It is at once a collective search and a self-training device in which the participants jointly analyze, discuss, and test different approaches and find answers to questions relating to the role of education within a given situation. In this Seminar, the operational objectives were derived from the Indonesian national family planning programme and the existing programme of community and adult education provided the structure for its operation.

Forty nine specialists in adult education, population education and family planning, curriculum development, research and evaluation participated in the Seminar representing seven Asian countries: Bangladesh, India, Indonesia, Iran, Malaysia, the Philippines and Thailand. Also in attendance were two representatives from Unesco, and three consultants from the World Education, Incorporated. (Persons attending are listed in Annex I).

The delegates of the host country represented the various Ministries and institutions that are actively interested in population education, family planning and adult education. They, together with the people of the three selected villages, contributed in no small measure to the success of the Seminar.

To facilitate diversification in the approaches and implementation of the educational programme, the participants were divided into three multi-disciplinary teams. Each team selected a desa (village) in which to carry out its own field experiment. Team A selected the village of Cikahuripan, Team B, the village of Cibodas, and Team C, the village of Cibogo. Operating as an autonomous group, each team worked out, in a non-directive way, the functional literacy process it wanted to follow in order to solve the problems of their respective villages in population education and family planning. This procedure is based on the assumption that identification of a problem and its analysis are essential elements in the innovation process.

The teams utilized in full the expertise at their disposal in carrying out the work they planned to do. They studied existing documents and discussed papers on adult education and family planning presented by national and local authorities. They conducted field experiments, studied the various aspects of the environment, and identified problems that hindered the effective implementation of the family planning programme which called for an educational intervention. In all these activities, the participants had the opportunity to practise many phases of fieldwork and exchange technical knowledge.

At the end of each week, the participants gathered in a plenary session in which a report on what was done, how and why it was done, and what results were achieved were presented and discussed. A final report was prepared, discussed, and distributed to all the participants at the end of the Seminar.

General operational procedures

During the three-week Seminar the following operational procedures were adopted and served as guidelines in determining the directions and activities of the three teams:

1. Study of the environment

The first week of the Seminar was devoted to an intensive study of the environment. The study was conducted in relation to the family planning programme and its requirements both at macro- and micro-levels. The purpose of the study was to identify trends and problems that impede the implementation of the programme and to define priorities that would serve as a basis for the formulation of instructional objectives. The environment was understood in a particular context, as an active inter-action between the various physical and human factors, such as demographic, psychological, socio-economic and cultural, on the one hand, and the external factors of change, on the other.

The study of the environment involved the following three elements:

a) Collection, analysis and discussion of basic documents related to population education and family planning and adult education in Indonesia. Available publications, documents and research studies related to the two areas were collected from government as well as private educational institutions and placed in the library of the National Community Education Training Centre at Jayagiri, where most of the seminar sessions were conducted. These publications were made available to all the participants. Two substantial monographs, one on the national family planning programme, its objectives, programmes and problems, and the other on the national adult education programme including literacy and post-literacy in Indonesia, were also presented and discussed. These two monographs provided the training exercise with the necessary infrastructure within which its operation was to be conducted and carried out.

b) Documentation on the organized programmes of population education and family planning at the district level. Technicians and other responsible officials concerned with family planning in the Lembang area were invited to discuss and/or explain to the participants the objectives, programmes and problems of family planning. To supplement the information thus obtained, a field visit to a family planning clinic in Lembang was also made. The data and information gathered through these two activities were used in sketching out a family planning programme in the area covering the three selected villages.

c) Visits to the three selected villages. The visits of the three teams to their respective villages were meant to introduce the team members to the village heads and other responsible people in the community for the purpose of establishing rapport. The warm reception received from the people was an indication not only of the typical hospitality but also of the willingness of the villagers to co-operate in the study. The visits to the village also gave the team members an opportunity to survey the prospective target groups, to determine the educational profile of the would-be learners, and to sense the atmosphere perception of the villages.

2. Preparation of an educational programme

This activity was undertaken during the second week of the Seminar. Using the major problems identified in the survey of the villages considered as an impediment to the effective implementation of a family planning programme, each team set up an educational programme which included the formulation of relevant instructional objectives, preparation of teaching or learning units, audio-visual materials and other teaching aids, selection of appropriate methods and procedures, and recruitment and training of local literacy teachers.

3. Implementation and evaluation

This phase took place during the third and last week of the Seminar. Each team carried out its own educational programmes following an elaborate plan that had been drawn up for the purpose. An evaluation of the educational programme was also made by each team for the purpose of determining the strengths or weaknesses of the process used to achieve effective integration of functional literacy and family planning.

Comparative analysis of approaches, methods and achievements

1. Study of the environment

a) Methods and tools used

Following almost similar steps, the three teams took care in studying the environment at all levels. At the national level, documents dealing with the national programme of family planning and adult education were discussed and analyzed to ascertain general purposes, projects and problems. The purpose of the study at this level was to see the possibility of introducing a functional literacy component into the educational programme as a means of ensuring more effective implementation of the planned projects and activities.

At the district level, publications were studied, a family planning clinic was visited and the technicians of the clinic were interviewed to know their programmes and problems. A summary of the adult education and family planning programmes in Indonesia showing the goals, targets, programmes and problems as presented by the consultants is presented below:

Programme	Adult education/Literacy	Population/Family planning
A. Goals	Development of democratic and enlightened citizens of good character, responsible for promoting community welfare.	Improved health, education, level of living, and quality of life of the people.
B. Targets	Eradication of illiteracy	Six million acceptors in 5 years
	Integration of civic responsibility, knowledge, vocational skills and family life development with adult education	At least one million acceptors per year

Programme	Adult education/Literacy	Population/Family planning
C. Projects or Programmes	Literacy and post literacy	Public information through mass media
	Development of village libraries	Seminars, workshops, group discussions and community oriented campaigns
	Vocational and industrial courses	Use of trained field workers to visit eligible couples in their homes
	Women's classes in family life education	Population education in school and out of school
	Establishment of community education centres	Setting up of family planning clinics
D. Problems	Lack of funds	Cultural factors: early age of marriage, desire for sons, obligation of parenthood, deep-rooted beliefs
	Geographic difficulties	
	Diversity of languages	
	Lack of proficiency among volunteer teachers	Socio-economic factors: low level of education, low standard of living, use of children in the labour force
	High dropout rate in literacy and adult education classes	

At the micro-level, which was the object of the educational intervention, the teams used individual or group interviews, direct observation and questionnaires in collecting the data desired. These data dealt with the economic, social and cultural aspects of the villages where the study was conducted. The purpose was to gather concrete evidence of the existence of the problems identified at the national and district levels to grasp their human dimensions in terms of knowledge, attitudes and actual behaviour of the villagers toward family planning, to identify the would-be learners' profile, and collect data useful for the preparation and implementation of the educational programme on functional literacy linked to family planning.

The three teams took great care in designing their respective survey instruments. Before preparing their questionnaires, team members visited their villages to meet with the leaders and the people. They visited the existing literacy classes to see their operation. Informally, they talked with some people, both men and women, young and old, to understand their views about family planning. These global perceptions of the village, together with the problems identified at the national and district levels, formed the bases for the formulation of the draft questionnaires which were tried out on a limited sample of the population living in other localities but similar to the prospective target

groups to determine their validity and applicability. Based on the results of the tryout, the teams revised their questionnaires to suit the understanding of their respective target groups and to get the necessary data for the educational programme to be worked out.

b) Selection of target groups for the Field Survey

Team A applied stratified sampling to determine its sample population. It identified four main classes of respondents, namely: seven opinion leaders, four married adults (male and female) beyond the child-bearing age, fifteen married adults within the child-bearing age, and nine unmarried adults and adolescents. These groups are deemed important because they would be the targets of the educational activities and also because they would have a very strong influence on the outcomes of such activities.

Team B decided to use random sampling to get its target population. Fifty eight respondents were selected at random representing 25 males with ages ranging between 20-65 years, and 33 females with ages ranging from 17 to 65 years, some unmarried and some beyond the child-bearing age. Except for nine women whose ages ranged from 46-65, all the respondents were within the reproductive age group. Included in this group were village leaders and school teachers.

After testing its draft questionnaire on 18 respondents, Team C decided to get a 5% sample of the total number of households in the community by using judgmental or purposeful sampling. The total number of respondents was 39, belonging to both sexes, married and unmarried, falling within the age range of 14-45 most of whom are illiterate and semi-literate.

c) Findings of the surveys

In the tabulation and analysis of the survey data, the teams focused their attention only on certain areas which they considered vital to the educational programme in that area.

The findings revealed many similarities between the three villages. All are farming areas with most of the cultivated lands devoted to vegetable growing, yielding three crops a year. Only a small portion of the land is devoted to rice cultivation. Fruit trees are in abundance in the three villages. The size of the cultivated lands is generally small but the use of fertilisers to increase yield is widely practised.

The villages have mosques, at least one religious school and one or two six-year government elementary schools.

There is no family planning clinic in any of these villages. The clinic located at Lembang and those in Bandung serve the family planning needs of acceptors from the villages. In the village of Cibodas it was reported that a trained social worker makes periodic visits but they were rather infrequent.

The problems identified in the three surveys were also very similar, revolving largely around the following:

(i) relatively difficult economic conditions;

(ii) low priority given to education, low level of education, and reversion lapses into illiteracy;

(iii) early marriage;

(iv) high rate of population growth and desire for more children, especially sons;

(v) high level of acceptance of the concept of family planning but very low rate of adoption of recommended family planning practices coupled with the lack of knowledge of the 'why' and 'how' of family planning methods.

d) Educational implications of the surveys

The findings of the surveys are indicative of the kind of educational programmes that should be designed for the target groups. If the educational activities are to be effective in promoting a successful population education and family planning programme, such activities must be designed to suit the specific conditions of the area and the needs of the people. The five problems identified above should find expression in the educational and training objectives, and in the instructional activities to be developed.

2. The educational programme

The second week of the Seminar was devoted to designing an appropriate educational programme. The teams went through the successive steps of curriculum development following the problem-oriented approach:

a) Selecting and defining the instructional and training objectives

Based on the problems identified in its survey, Team A formulated general objectives that are learner-centred. Briefly, these general objectives are directed towards improving the learner's capability for rational thinking, creativity and sound decision-making; strengthening his role in democratic discussion and group planning; increasing his awareness of his economic potential and ability to utilize resources more effectively; helping him overcome the inhibitions of outmoded beliefs and practices and promoting openness to new ideas and innovation; deepening his knowledge of family planning, its methods and services; and helping him develop deep convictions as to the importance of planning the family size.

The above objectives were translated into more specific ones in terms of skills, knowledge and attitudes. This would help in identifying the subject matter, the appropriate teaching methodology and the system of evaluation needed.

While considering the problem of family planning in its totality, Team B directed its attention to the specific problems identified by the survey. The main objective was to bring about an improvement in the socio-cultural and economic life of the inhabitants by effecting a change in their procreative patterns through a suitable and carefully designed educational programme. The programme would provide new information on family planning and at the same time develop skills in reading, writing, mathematics, visual perception and oral expression in an integrated approach. More specifically, Team B adopted the following:

(i) To develop knowledge and understanding of the factors causing rapid population growth and their impact on the socio-cultural and economic life of the people;

(ii) To develop knowledge and understanding of the close relationship between family size and 'iving standards;

(iii) To develop positive attitudes toward family planning and motivate the people to become acceptors.

The general objective adopted by Team C was to sustain and strengthen motivation for family planning. This objective was divided into eight specific ones as follows. The trainee should:

(i) Understand the idea that family planning means preventing unwanted pregnancies, spacing childbirth, helping sub-fertile couples beget children, and responsible parenthood;

(ii) Understand man-to-land ratios in relation to the number of people in the village;

(iii) Appreciate the emotional strengths of a small family size in relation to happiness, mutual attachment and parental love and care;

(iv) Understand that children in a big family have fewer chances to acquire the education which enables them to cope with modern developments;

(v) Be able to read and understand pertinent information, impart and discuss ideas, and interpret pictorial symbols and messages about family planning;

(vi) Be able to write in simple sentences one's personal opinion of family planning;

(vii) Be able to make simple calculations in relation to daily problems of life.

b) Defining the target groups for the educational activity

In choosing their target audience, the three teams followed different approaches. Team A considered the three literacy classes currently being conducted in Cikahuripan and selected one of these classes as its target group. The use of this class would obviate the problem of setting up new classes which probably could not be sustained. The total class enrolment was twenty-six, composed of four males and twenty-two females. Eighty-eight per cent were married.

Team B chose to form two new classes, one for men and one for women. The adult students were selected from 44 family planning prospects identified in the field survey. Of the total number of students, 19 were males and 25 were females. All were married except four young women.

Considering the limitations of time, manpower and resources, Team C chose the two on-going literacy classes in the hamlets of Cibedug and Cilumber with a total enrolment of 47, composed of 20 females and 27 males.

The teams also used different methods in studying their target groups. Team A administered a literacy test to determine the literacy level of their students, a motivation test to know their degree of motivation to attend literacy classes, and a knowledge test to find out their level of knowledge about family planning. Team B administered two tests: one on literacy, and the other on knowledge about, and beliefs and attitudes toward family planning. Team C conducted two types of tests: a visual perception test, to find out how the people perceive visual materials and identify some elements of their psychological world; and a literacy test to determine the literacy levels of their respondents.

c) Construction of instructional units

After determining the target groups for the educational intervention, the teams then proceeded to prepare the technical and socio-educational contents of the curriculum corresponding to the training objectives. For this purpose, they used the information and data collected through the surveys conducted at various levels. Instructional learning units, teacher's guides and technical cards were prepared utilizing the varied expertise of the team members. The instructional units also indicated the most appropriate methods, teaching aids and evaluative procedures to be used.

The teams adopted the problem-solving approach, which is the core of functional literacy, in implementing their instructional units. This approach emphasizes two basic principles, namely; convergence and integration. Convergence means that all relevant facts and information should converge to impart, through reading, writing and calculating, a clear understanding of the problems and their solutions. Integration means that the communication skills - oral, visual and written/printed communications - should be integratedwith other educational activities in one global approach.

Team A identified four content areas: literacy, occupational possibilities, family planning and human development. Topics under each area for instructional purposes were identified, and different strategies for constructing learning experiences were developed by the team. Four instructional units were finally adopted, namely: (i) a highly-structured lesson, (ii) a puppet show, (iii) group discussion, and (iv) experiential story-telling.

Team B defined five curricular areas: (i) basic demographic knowledge; (ii) relationship between population growth and economic development; (iii) population growth and social, cultural and religious aspects; (iv) population growth and ecological harmony; and (v) solutions of population growth problems through family planning. From these broad areas the team developed instructional units specifically geared to the problems of family planning in Cibodas. Three units were selected for the practical demonstration in functional literacy teaching.

In pursuance of their instructional objectives Team C developed four learning experiences. The first two dealt with the concepts of family planning; the third with the consequences of population increase in relation to available cultivable land; and the fourth with the comparative expenditures per month between a large- and a small-size family.

The rationale for the choice of methods or procedures for working out the educational action was largely determined by the objectives and the instructional units or learning experiences that were prepared by each team. The surveys revealed the existence of a wide gap between acceptance of concepts and ideas about family planning and their adoption, coupled with lack of knowledge of family planning methods. An educational methodology was thus needed that would provide answers to the subjects' urgent questions, and explain in vivid, simple terms the '... w' and 'why' of family planning so that they can decide for themselves appropriate actions to be taken. It was also found out that the target population for the educational activities consisted largely of semi-literates. These considerations provided the bases for the selection of the methods and techniques used and also influenced the materials and aids that were produced.

Each team had the opportunity to try out several methods providing the participants with a wide range of diversified experiences. Some methods, such as experiential story-telling and puppet show presentations, were used to motivate the audience toward the specific aims of the learning experience. Other methods demonstrated how reading, writing, and arithmetic skills could be integrated within one learning process; e.g., discussion of daily life problems leading to a better understanding of problems underlying family planning. Group dynamics were used with the purpose of increasing interaction at the learners' level to help them formulate concrete proposals with regard to their attitudes and behaviour toward the family planning programme. The technique of small discussion groups - three or more per class - was tried out successfully, each group reaching a set of conclusions to be discussed and adopted as a decision by the class.

Reading materials were produced with the purpose of refining the reading skill of the individual learners as well as aiding the dissemination of useful information within the community. Several visual aids were used to develop the skill of visual message perception. To strengthen the skill of reading comprehension, a booklet on programmed instruction was used with good results in one class.

The three teams prepared and made use of educational aids as an integral part of the programme to make their practical teaching demonstration more interesting and to help put the message across to the learners in an easy, attractive way. All of the teams used posters, flashcards, flannel boards, illustrations and drawings. Team A also presented a puppet show. Team B was ready with a film strip but the absence of electricity in Cibodas prevented its use. Team C used flannel boards, reading texts, programmed instruction books, flip books and others. Most of the instructional aids were produced on the spot by local artists.

3. Selection and training of local teachers

The selection and training of local teachers for functional literacy classes is a crucial decision to make. The success of any functional literacy class depends on the level of competence of the teachers chosen. It is for this

reason that great care was given to the orientation of the teachers recruited for this training exercise. While there were no set criteria for selection, it was clear that the teams chose their teachers on the basis of the following:

a) Proficiency in the local Sundanese language, to facilitate teacher-pupil communication and to be able to lead discussions;

b) Residence in the village where they are to teach;

c) Experience in teaching literacy classes;

d) Knowledge of family planning.

It was decided that the teachers selected should participate in all phases of the educational exercise - planning the teaching units or learning experiences and preparing instructional materials and aids. Team A conducted a one-day training session for its teachers. The training was focussed on how to teach functional literacy linked with population education and family planning, especially in methods and techniques of conducting group discussions, using puppets and experiential story-telling.

Team B conducted an intensive course in functional literacy teaching. They were assisted by two functional literacy specialists connected with the World Experimental Literacy Programme, who demonstrated how to prepare a teaching unit and the materials needed for functional literacy, how to conduct a group discussion and how to integrate communication and literacy skills in functional literacy linked with family planning. The demonstrations were so clear and effective that after some discussion, one of the teacher trainees volunteered to do the demonstration himself. Apart from this kind of training, the aims of the Seminar and the educational programmes and family planning concepts were stressed. The team conducted daily training exercises before each unit was to be taught.

In Team C, a member of the team demonstrated its first learning experience unit in the literacy class before the teacher trainees. Each day, the teachers were given orientation in the content and the procedure of presenting the lesson. They then carried on practice teaching.

4. Implementation and evaluation

The third and last week of the Seminar was devoted to the implementation and evaluation of the functional literacy programmes in the three selected villages. The three teams carried out their respective programmes and applied the various educational procedures they had planned.

Based on the concept of evaluation seen as a continuous process, the teams endeavoured to make a continuous assessment of their activities. They conducted surveys at the beginning of the programme to establish baseline data, tried out their relevance and suitability, and applied tests before and after each activity to gauge the progress made. The aim of the evaluation exercise was twofold: to provide the participants with training in the preparation of appropriate evaluation tools; and to utilize the tools in assessing the educational programme.

It was difficult to evaluate the total educational programme of the operational seminar. As Team B pointed out, at least two factors contributed to this difficulty. First, the time was too short, especially the time allotted to the implementation of the instructional exercise. Secondly, there was the problem of communication which might have increased the degree of bias that inevitably occurs in a study involving large numbers of people representing diverse linguistic and socio-cultural backgrounds. Nevertheless, the three teams exerted much effort in trying to make a meaningful assessment of their educational endeavour.

Each team administered pre-tests to determine the literacy levels (reading, writing and numeracy) and knowledge of and attitudes toward family planning among their respective target groups. They also administered post-tests to establish data as a basis for determining progress made after the implementation of the educational activity. The teams used direct observation with the aid of an observation checklist to assess teaching-learning effectiveness.

There are very close similarities in the items that the three teams tried to evaluate. They all focussed their evaluation on course content, teacher, methodology, learner, and teaching materials and aids. Team B included an evaluation of the physical setting of the classes. Some of the findings of the evaluation are:

Course content: The language used and course content were found to be suited to the level of the students and were interesting to them.

Teacher: The teachers taught as they were trained in functional literacy methods. They showed great interest in the new method and generated much enthusiasm among their adult students. They have gained more confidence and competence through more intensive training.

Methodology: The method was the application of functional literacy techniques. Informal group discussions resulted in greater participation without any reservation. Whereas initially the learners showed preference for the lecture and question-and-answer methods, after exposure to the problem-solving and enquiry approach, they preferred the new method.

Learner: The adult students improved in their literacy skills as well as in knowledge and understanding about family planning. They showed a desire to know more and modified their misconceptions, particularly about large family size.

Teaching aids: Learners showed much interest in visual aids depicting their own surroundings and environment. The teaching aids used captured their imagination; this led them to participate more actively in the discussions.

Team B reported, incidentally, that their classes could not continue the preferred circular arrangement because so many villagers became interested and spontaneously joined the classes.

Conclusions

From the reports of the three teams the following conclusions may be extrapolated:

1. Functional literacy is an educational process, an intellectual training in critical thinking, discussing, interpreting, innovating - in short, learning how to learn. It goes beyond mere training in the ability to read, write and reckon. It provides the learners with organized experiences designed to change their knowledge, beliefs, attitudes, values, opinions and behaviour.

2. The ultimate goal of functional literacy is not only to help individuals become intellectually literate, but also to provide an educative community climate, and to create an environment where literacy skills are meaningful and useful in dealing with daily problems.

3. The values of functional literacy are found in the contributions to national development programmes and its ability to create the kinds of personal qualities and skills which promote both individual and community welfare.

4. A functional literacy programme is geared to collective as well as individual needs. It is situation-specific in that it is differentiated according to the environment and adjusted to the specific needs of the target group. Functional literacy as well as other educational programmes should be based on the real problems faced by the learners in relation to their socio-economic environment.

5. In order for a functional literacy programme to be fully effective it must reflect the hopes and aspirations of the people for whom it is designed. It must adequately meet their needs and answer their problems. Problems and needs are translated into educational and training objectives expressed in terms of knowledge, motivations, attitudes, mental skills, and abilities that the learner should acquire through reading, writing, arithmetic, visual perception and oral expression.

6. A functional literacy programme stems from the study of a specific environment exposed to a given problem situation - in this case, the need for family planning. Based on identified behavioural objectives, a 'made-to-measure' educational programme is evolved, aimed at solving the problems previously identified. Literacy training is thus not an isolated separate operation, let alone an end in itself, but is fully integrated within each learning experience.

7. It was observed that if family planning knowledge is blended into lesson plans which are non-traditional and which ensure a high degree of participation and involvement of the learners, the message can be conveyed and understood effectively. The maximization of the learners' involvement and participation in the learning process is the key to success of the functional literacy approach.

8. The importance of training all personnel involved in functional literacy was recognized. This includes literacy teachers, content specialists, and methods and materials specialists. Thus, it was found that an interdisciplinary

approach is vital to the success of the training programme. In this approach the teacher is the guide and stimulator of learning rather than merely the transmitter of facts and information.

9. It was found that the functional literacy approach can be instrumental in promoting better understanding of family planning and may be conducive to changes in opinions, beliefs, attitudes and - hopefully - behaviour related to it.

10. Instructional materials should take into account the educational profile of the learners as well as the ability of the teachers. One team stressed the importance of skill development in visual perception as an important factor in the learning process.

11. There was general recognition of the value of a field operational seminar as an effective self-training exercise for specialists, planners, literacy teachers, trainers, evaluators, and personnel in charge of developing curriculum and educational materials. It is essential that programme specialists of other national development programmes be closely associated with such a seminar so as to demonstrate how to link functional literacy with other community-building programmes.

This field operational seminar was effective both from the standpoint of functional literacy and that of population education/family planning. With the innovative contributions of the participants, the content, methods and working tools of functional literacy have been enriched and new instructional materials and teaching aids in population education and family planning have been produced. Above all the Seminar has been most useful in generating interest and in developing new knowledge, skills and attitudes toward functional literacy and family planning.

ANNEX I

FIELD OPERATIONAL SEMINAR IN FUNCTIONAL LITERACY LINKED WITH POPULATION EDUCATION AND FAMILY PLANNING

Indonesia, 26 February-18 March 1973

LIST OF PERSONS ATTENDING

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ANNEX I

Indonesia (cont'd)

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